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ABSTRACT

Summer Adventure, a university-based, full-day, community education program for kindergartners and elementary students is described. The program offers physical and enrichment activities, an "extravaganza," and production and leadership in training activities. The physical activities include golf, swimming, volleyball, and gymnastics. Fitness tests are given. The enrichment activities have been developed for specific grade levels in the areas of fine arts, crafts, science, math, drama, music, expressive communications, computers, sign language, literature, foreign language, nutrition, and social development. The "extravaganza" offers adventure and enrichment through programs designed to entertain children and introduce them to a variety of new and interesting topics. The production and leadership activities offer fifth through eighth graders opportunities to develop special presentations on their own by using stage, drama, radio, television, journalism, literature, song, or dance. Concluding discussion recounts successes of the increasingly popular program. (RH)

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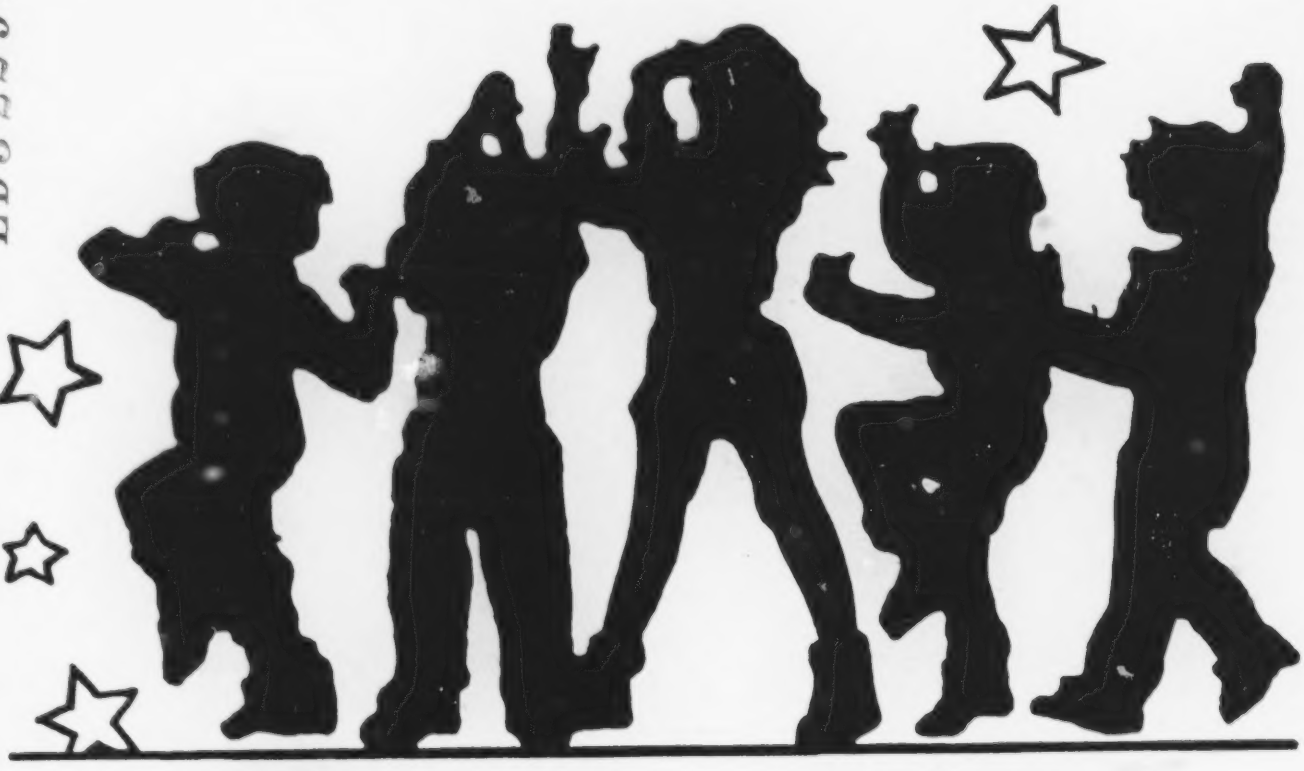

Summer Adventure

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Bill Butler created SUMMER ADVENTURE in 1985. The program has grown to become an exciting educational experience for more than a thousand youngsters in the community. Using vast resources of the university, Bill and his staff have been able to develop a resourceful budget-wise program. This same format is adaptable to any size community or environment. For more information about this unusual university-based community education program contact Bill Butler, Director, Division of Continuing Education, University of Missouri - Kansas City, 650 East 25th Street, Kansas City, Missouri 64108-2795, phone (816) 276-2022.

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SUMMER ADVENTURE
YOU CAN MAKE IT HAPPEN IN YOUR COMMUNITY

By Bill Butler

As the leaves begin to turn and the land starts to enter its sleepy stage, it's time to begin plans for next summer. Developing a successful summer program for youngsters requires a great deal of work and early promotion, especially if it's being introduced for the first time.

Sit back and relax as you embark on a great journey that has become a wonderful program success story in four years. From the start, SUMMER ADVENTURE had all the ingredients to be well received. More than anything else, the program had the determination of a qualified staff to make things happen. We took a dream and surrounded that vision with a staff that believed in the dream and the designer.

The development process of SUMMER ADVENTURE has been a struggle. Going up against all odds, roadblocks, negative comments of "you can't keep kids interested all day during the summer", "No kindergartner will be able to last, pick their own food, let alone budget their meal money", registration problems, space and classroom location difficulties only added fuel to the desire to develop this outstanding youth program.

The SUMMER ADVENTURE program was designed by Bill Butler to stimulate exploration of the world of physical activity, personal and educational enrichment while providing children with a curriculum not normally offered in elementary and secondary school programs. SUMMER ADVENTURE fosters creativity, motivates expression, promotes self-understanding, self-esteem and self-acceptance, stimulates social development and exposes children to a variety of cultural influences. One of the truly unique features of this program is the small group size and assignment to their group according to age, grade level, and ability. This allowed each activity to be tailored specifically to that particular group.

This structure allows each activity to be a successful adventure for the youngster. Active participation is much easier to achieve. Individual instruction and guidance is emphasized by maintaining small groups and low student to teacher ratios. We strongly recommend 12 to 15 students per class, while special activities, such as swimming, should average only 5 students per instructor.

SUMMER ADVENTURE has four basic tracts, all emphasize learning while having fun.

1. Physical activities
2. Enrichment activities
3. Extravaganza
4. Production and Leadership in Training

The key element is the alternating arrangement of the Physical activity and Enrichment program. The program combines the vast resources of the area and community in developing an "all day" learning environment. SUMMER ADVENTURE is one of the finest educational experiences ever offered for youth, in Kindergarten through the 8th grade. The flexibility of the program allows for the Adventure to fit into any existing activity and actually compliment that program. Excitement is the underlying theme of the program.

The Physical activity programs include individual and team sports designed to encourage fitness, develop motor skills, promote self-understanding, and stimulate social development. While emphasizing safety, children are exposed to a variety of activities such as golf, frisbee, soccer, swimming, volleyball, hockey, softball, track and field, aerobics, dance, judo, new games, and gymnastics, as well as a variety of fitness tests designed to monitor each child's social development while the individual sports encourage self discipline and self-actualization.

Enrichment programs are designed to provide cognitive knowledge in a new, interesting and "want to know more" setting. Various teaching styles are employed which encourage students' decision making and exploration of ideas. Enrichment activities are developed for specific grade levels in the areas of Fine Arts, Crafts, Science, Math, Drama, Music, Expressive Communications, Computers, Sign Language, Literature, Foreign Language, Nutrition, and Social Development.

The concentration of information overload during the 55 minute class period and the fast 5 day lesson plan demands participation among the students, sparks the

desire to continue more exploration into the subject matter, reduces discipline problems, encourages sharing of information and tutoring among the group, and acceptance by all regardless of physical conditions or economic level (a tremendous unification of the group occurred on numerous occasions). The remaining areas that support the foundation that has been built are field trips or EXTRAVAGANZA and PRODUCTION activities.

EXTRAVAGANZA concludes the day and offers adventure and enrichment through programs specially designed to entertain as well as expose children to a variety of topics which may be new and interesting to them. A sample of activities are listed below:

1. A puppet show involving handicapped puppets to promote acceptance and assimilation of the handicapped into society. This was extremely successful in creating a big brother/big sister support system among the individual grade level groups and the "special children".
2. Live presentations involving birds of prey, pythons, and tarantulas, sponsored by the local zoo has been enjoyed immensely by young people especially because they were allowed to handle the creatures.
3. Laser shows and physics demonstrations presented by the Physics Department.
4. The Chemistry Department has demonstrated the uses and effects of liquid nitrogen.
5. Tours of the newspaper office have consistently been a highly rated activity.
6. Presentations by International students, demonstrating the languages, attire, customs, and artifacts from over 20 different countries around the world has always been another favorite.
7. One of the all time great adventures into the wonderful world of EXTRAVAGANZA, has been tours of local businesses. The Pizza Hut has an excellent program which allows children to create their own personal pizza and watch the baking process. Burger King, I Can't Believe It's Yogurt, and Eegee's are other examples of businesses that have educational programs in place for children.

The key to successful EXTRAVAGANZA'S is the local community. Take extra time to research your community for interesting and unusual people, businesses, little-known attractions, etc. Check with the school district and avoid duplicating field trips the classes have

already taken. By beginning early, repetition of programs from past summers can be avoided. The real success comes by using a new and different EXTRAVAGANZA each day.

PRODUCTION is designed to utilize the natural and creative ability of the older children, 5th through 8th grades. The PRODUCTION mode has also taken on the additional designation of the Leadership In Training Staff operation (LITS). They develop unique and special presentations on their own using stage, drama, radio/TV, journalism, literature, and song or dance as a medium of expression or entertainment. These presentations are often made on Parents Day. Examples of just a few PRODUCTION activities are:

1. A videotaped presentation of Spaceballs and Saturday Night Live, with scripts written and performed by the PRODUCTION Group.
2. A radio drama was performed by 5th and 8th graders live and based on interviews with the local Living Historians. The Historians were individuals that had grown up in the community and could relate with the children about actual events of the early 1900's. The Historians were given a training session prior to their involvement with the children. The drama centered around the Dust Bowl era, Indians, farming, and classes in the Little Red School House.
3. A carnival with booths, backdrops, games, and prizes, all designed, painted, and assembled by the PRODUCTION staff for the enjoyment of the younger children.
4. The complete operation of the "Summer Times" newsletter was a responsibility of the group. This newsletter was published each session and served as the avenue of letting the parents know what their children were learning and experiencing in the Adventure. The PRODUCTION staff worked out the responsibilities of interviewing the instructors, writing the copy, taking pictures if necessary, paste-up and making arrangements for duplication to meet the "Deadline" for the Friday release.

SUMMER ADVENTURE has been able to meet the needs and concerns of the public. Over the past four summers we have received requests from parents asking that their children be enrolled in SUMMER ADVENTURE after being denied the opportunity to participate in other city-wide programs. Our ability to tap into the community-wide resources enabled us to enroll these special children

handicapped by deafness, or restricted by Muscular Dystrophy or Cerebral Palsy. Disadvantaged children from low-income families, and children with learning disabilities also attended. Youngsters from other countries that had little to no command of the English language were excitedly welcomed. We accepted the challenge and our efforts were rewarded by being able to provide a meaningful experience for everyone.

SUMMER ADVENTURE has been successful and instrumental in generating an interest for art in elementary age youth. This interest sparked the development of a well planned marketing program and survey which led to the creation of an Art Institute. Through determination, promotion, and quality instruction this art program has expanded and is so well received that the school district has now implemented their own Art Magnum School patterned very much after what has been a real success story in the fine arts. The flexibility of SUMMER ADVENTURE allows it to fit into any existing activity or educational environment and actually compliment that program.

The determination of the staff to be achievers has really paid off. The fourth year of the Adventure generated income to cover expenses of the operation, plus create extra funds to offer scholarship aid to youngsters who needed it. Not one youngster was denied the opportunity to participate. The attendance has steadily grown, reaching record highs each year, and marketing surveys indicate additional growth in years to come. SUMMER ADVENTURE has established itself as the place to be during the summer in our community.

SUMMER ADVENTURE is a great format to test new course ideas, market up-coming classes and activities, and promote the overall Community Education Program. The ADVENTURE format is adaptable to many environments and time frames. Some communities are piloting the format in after school settings for two hour time blocks, summer camps can use the schedules for better all day activities involving various age groups, even Bible Schools can incorporate the concept in order to expand their offerings to all day controlled activity and longer sessions without added expense. The best advantage of the structure is that it can be set up in any educational environment regardless of physical outlay and buildings available for use.

Educators today realize that families with single parents or both parents working depend on a safe, quality environment for their children, especially during the long summer days. SUMMER ADVENTURE is providing that environment and opportunity. SUMMER ADVENTURE is one answer and possible solution to the "at risk" problem and added pressures of keeping our youth IN SCHOOL. We must provide meaningful and fulfilling adventures in education, in order to stop contributing to the increasing numbers and "stats" we all hear and read about. SUMMER ADVENTURE CAN MAKE A DIFFERENCE. Take the best of your programs and join us in providing a truly creative, fun, and educational opportunity for our youth.

SUMMER ADVENTURE presentations have been made at the following conferences:

National Community Education Association Winter Conference
Orlando, Florida, 1988 and San Antonio, Texas, 1990

Kansas Community Education Association
Fall Conference, 1987 and Spring Conference, 1989

Texas Community Education Association
Spring Conference, 1989

Missouri Association for Adult Education and Community Education, Spring Conference, 1989

National Community Education Association, Region IV spring Conference, 1989

SUMMER ADVENTURE PRESENTATION OUTLINE

I. OVERVIEW AND HISTORY OF SUMMER ADVENTURE

II. SUMMER ADVENTURE IS COMPRISED OF FOUR BASIC SUB-DIVISIONS

- A. Physical Activities
- B. Enrichment Programs
- C. Extravaganza
- D. Production

III. THE PROGRAM

IV. ADMINISTRATIVE COMPONENTS OF SUMMER ADVENTURE

- A. Budget
- B. Administration
- C. Promotion
- D. Daily Operations
- E. Registration

V. TIME FRAME FOR IMPLEMENTING PROGRAM

VI. CONCLUSION

SUMMER ADVENTURE PRESENTATION OUTLINE

I. OVERVIEW AND HISTORY OF SUMMER ADVENTURE

A. Successful Track Record - Combined
   1. Sports fitness program
   2. Enrichment school
   3. Kindergarten through 8th grade

B. Designed to Stimulate Activity and Enrichment
   1. Fosters creativity
   2. Motivates expression
   3. Promotes self-understanding
   4. Self-esteem
   5. Self-acceptance
   6. Stimulates social development
   7. Exposes children to a variety of cultural influences

II. SUMMER ADVENTURE IS COMPRISED OF FOUR BASIC SUB-DIVISIONS

A. Physical Activities
   1. Develop motor skills, promote self understanding, and stimulate social development.
   2. Team sports promote group interaction, cooperation, and social development.
   3. Individual sports encourage self-discipline and self-actualization.

B. Enrichment Programs
   1. Provide cognitive knowledge in a new, interesting and "want to know more" setting.
   2. Various teaching styles are employed to encourage student decision making and exploration of new ideas.

C. Extravaganza
   1. Puppet show
   2. Live presentations of animals
   3. Laser shows
   4. Chemistry department demonstrations
   5. Tours of KSU Collegian newspaper operation
   6. Presentations by the International Student Center
   7. Tours of local businesses

D. Production
   1. Designed to utilize the natural and creative ability of the older children, 5th through 8th grades.
   2. Develop unique and special presentations on their own using stage, drama, radio/TV, journalism, literature, and song or dance as a medium of expression or entertainment.
      a. Videotaped presentation of Spaceballs and Saturday Night Live
      b. Radio drama
      c. Carnival

III. THE PROGRAM

A. Parents will be contacted a week before their child begins his

or her Summer Adventure session.

B. Children may be dropped off between 7:45 and 8:00 a.m.
C. Children will begin each day with swimming lessons, taught by certified instructors.
D. After swim lessons they will alternate between Enrichment and Physical Activities until noon.
E. Lunch
F. Afternoon activities start at 1:00 p.m. and alternate until 3:30 p.m.
G. Production and Extravaganza begin at 3:30 p.m. and end at 5:00 p.m.
H. At 5:00 p.m. parents may pick up their children.

IV. ADMINISTRATIVE COMPONENTS OF SUMMER ADVENTURE

A. Budget
B. Administration
    1. Steps and checklists for running program operations.
    2. Procedures to set up the registration process, manage check-ins, check-outs, and late enrollments.
    3. Staff training manual
    4. Final details on the program structure
        a. Leader keys
        b. Instructor keys
        c. Fitness
        d. Enrichment
        e. Extravanganza
        f. Production
    5. Find guidelines of special procedures
        a. Nametag preparation
        b. T-shirt ordering
        c. Develop, schedule and maintain an Extravaganza calendar
        d. Steps and procedures for managing special events
    6. Compile a complete list of job descriptions
        a. Program coordinator
        b. Assistant program coordinator
        c. Fitness director
        d. Enrichment instructors
        e. Production director
        f. Leaders
        g. Extravaganza coordinator
    7. Filing system
        a. Accident reports
        b. Extravaganza calendar
        c. Billing problems
        d. Lesson plans
        e. Snack plans
        f. Nametags
        g. Diplomas
        h. Parent's Day letters
        i. System of recording the hours
        j. Voucher and bill filing system
        k. Promotional information filing system
        l. Proper labeling of files
    8. Finalizing program "wrap-up"

a. All staff must be cleared
b. Inventory and equipment repair
c. Find guidelines on the management

C. Promotion
1. First wave of advertising
2. Guidelines and examples of the informational brochure
3. Ad copy, samples, timing and placement information
a. Brochures
b. Fliers
c. Posters
d. Display advertising
e. Press releases
f. Radio spots
g. Informational letters

D. Daily Operations
1. Check-in/check-out procedure for children
2. Managing the noon-time transition
3. Maps
4. Leader keys
5. Instructor keys
6. Organization of snack breaks and suggested menus
7. Complete guides to handling emergency situations
8. Disciplinary guidelines
9. Guidelines and developmental philosophy
10. Leader duties and responsibilities
11. Instructor duties and responsibilities
12. Organizing children
13. Review of the lesson plans on file
14. Check-in/check-out procedures fo equipment

E. Registration

V. TIME FRAME FOR IMPLEMENTING PROGRAM

A. December
1. Hire coordinator
2. Prepare budget

B. January - February
1. Generation of Mailing List
2. Brochure Development
3. Hire assistant coordinator of Summer Adventure
4. Search instructor positions
5. Search leader postions

C. March
1. Development of spring & summer promotional campaign
2. Launch campaign to ensure enrollments, generate interest

VI. CONCLUSION

1. Community Ed. Poster
2. Kansas State University
3. View of Manhattan from Bluemont
4. Johnny Kaw
5. Quality of life-runners
6. McCain Orchestra
7. Chamber slide
8. Anderson Hall
9. Anderson Hall - close up
10. Students on campus
11. Campus walk - clock
12. Campus walk - Lafene
13. K.S.U. Union/Weaton court yard, Ahearn in back
14. Union parking lot
15. Memorial Stadium/Ahearn
16. Pick-up site at Union
17. Durland Hall
18. Nichols Hall
19. Community Education Willie/Flags
20. KSU
21. Flags in drive way, morning
22. Children arriving by car
23. Children walking into Ahearn
24. Children in garage door/Ahearn check in
25. Children lining up behind colored flag
26. Children crossing street as group with leader
27. Swimming classes at Natatorium, Overview
28. Swimming class close up.
29. Swim class close-up
30. " " " "
31. " " " "
32. Walking by Seaton to Enrichment class
33. " " " " " "
34. Group in Creative Writing Class
35. " " " " " with instructor
36. " " " " " close up
37. Group walking by Union with leader
38. Art class
39. Art class close up
40. Group walking by Eisenhower (Anderson in back)
41. Group in Folklore, literature class
42. Group in Folklore, literature class close up
43. Close up of Swim class
44. Walking by Bluemont Hall
45. Computer class
46. Computer class close up
47. Wide angle - Ahearn inside
48. Wide angle of the stadium
49. Group with Parachute
50. Group with Parachute
51. Exercise/stretching in Ahearn
52. Ball toss
53. Volleyball class
54. Volleyball class close up
55. Ball toss

56. Running on track
57. Judo class
58. Judo class close up
59. Gymnastics class
60. " "
61. " "
62. " " stretching circle
63. Bowling
64. Bowling
65. Pool/Billards/Ping Pong
66. Foose ball
67. Ballet
68. Children with Mike
69. Group walking across campus with leaders
70. " " " " " " close up
71. Break time
72. Break time with parent
73. Children making snacks
74. Group walking by Union
75. Lunch help with leader
76. Lunch
77. Dining Hall
78. Dining Hall close up
79. Lunch with parent
80. Lunch at Residence Hall
81. " " " "
82. " " " "
83. After lunch activity in Ahearn
84. After lunch bull session
85. After lunch with leader "talk"
86. " " " " walk around campus
87. Viewing art
88. Viewing art
89. Viewing art
90. Visit with leader - quiet time
91. Group with Scott
92. Parents day - rocket launch
93. Check in at zoo for "Olympics"
94. Zoo - llama
95. Zoo - moneky cage
96. Theater visit by zoo "Pylon"
97. " " " " "
98. Pizza Hut - outside group
99. Pizza Hut in the kitchen
100. Pizza Hut - eating
101. Carnival entrance
102. Carnival with parent
103. Carnival water toss
104. Carnival
105. Carnival limbo
106. M.A.S.K. helicopter visit to stadium
107. M.A.S.K.
108. M.A.S.K.
109. Internation Student Union
110. Picture day - group at Seaton

111. Picture day
112. Picture day - with clock
113. Group with President Wefald
114. Gift for Wefald
115. Summer Adventure display board for yearly P.R.
116. SAP Headquarter
117. Information board
118. Name tags on board
119. Name tags on board close up
120. Instructor clip boards
121. Playing in sprinklers
122. Group in front of Anderson Hall
123. Group Leaders picture
124. Scott with children
125. Close up of Scott
126. Staff with youngster
127. Staff with youngster
128. Staff with youngster in front of Anderson
129. Leader
130. Leader and youth
131. Student
132. Student
133. Student
134. Student
135. Student
136. Student
137. Student with leader
138. Student close up
139. Student
140. Student